



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Ferintosh Primary School



Respectful Achieving Inclusive Safe Encouraging

Introduction: Local and National Context

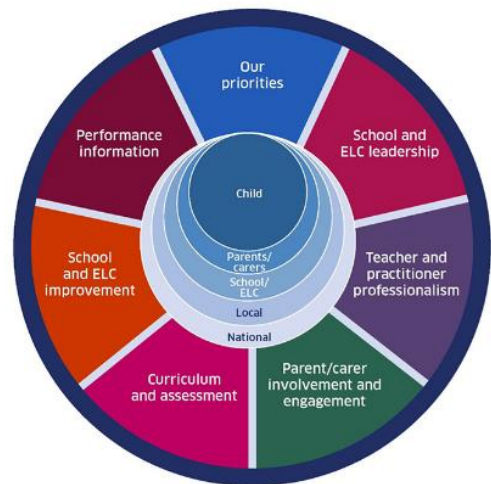
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

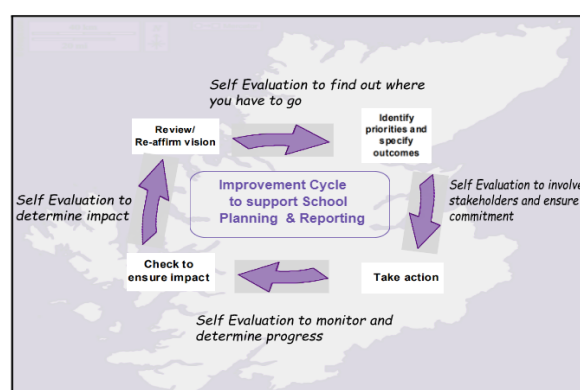
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-dìgridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Hayley Forbes
Acting Head Teacher
Ferintosh and Mulbuie Primary Schools

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
89.92%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
14

Teacher Numbers
1

Pupil Teacher Ratio
1:13

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Writing

Listening and
talking

Numeracy

Majority

Majority

Majority

Majority

We have had no exclusions this year.

Ferintosh Primary School is located on the Black Isle serving the local community of Easter Kinkell and Duncanston around Leanaig to the road from Dunvornie to Munloch.

There are 14 children attending the school ranging from P1 - P7. P1 - 7 are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Ferintosh Primary School and Mulbuie Primary School. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Respectful Achieving Inclusive Safe Encouraging

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Working together to create a happy and nurturing learning community where everyone is valued and challenged to achieve and succeed.

(Updated in May 2023 in collaboration with the school community and all stakeholders.)

Values

We are...

RESPECTFUL

(Article 12)

ACHIEVING

(Article 28)

INCLUSIVE

(Article 2)

SAFE

(Article 19)

ENCOURAGING

(Article 13)

Aims

- **R A I S E** pupils' awareness of their rights and responsibilities as respectful citizens and active participants in the wider world around them.
- Create experiences across the curriculum that are ambitious, challenging and promote independence.
- Provide a safe, supportive and nurturing learning environment where individuals will confidently contribute to the ethos of the school as a community and are confident in the appropriate use of digital technologies.
- Develop relationships across a variety of environments which enable positive physical, emotional, and mental health and wellbeing for all.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Assessment, Moderation and Attainment

Purpose:

Respectful Achieving Inclusive Safe Encouraging

As this is a notional priority and The Highland Council education priority we are working as an ASG (Associated Primary Group) to ensure that assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds.

Progress:

- ASG tracking CAT sessions have taken place.
- SNSA/SOFA training for all teaching staff across the ASG including new staff at Ferintosh.
- Literacy training on Highland Literacy Roadmap and resources available for learning
- Literacy moderation has taken place on a fictional piece of writing and as a result of this resources were created to inform teacher judgement of a level within writing.
- Numeracy CAT training session took place to train staff on how to use the HNP numeracy assessments.
- Glasgow Health and Wellbeing Profiles were introduced and have been used throughout the year to assess learner's health and wellbeing. The use of these is differentiated across the school to support all learners to share how they are feeling. These have been on digital profiles.
- Throughout the year we have continued to use digital tools to raise attainment in Literacy and numeracy. PSA staff have been trained in using Read Write.
- Robust attainment meetings have taken place to track each child and ensure that their attainment is on track.
- Pupils participated in the John Muir award and were successful in achieving their awards in outdoor learning.
-

Impact:

- Staff participation in CAT sessions with all staff from the ASG and at Mulbuie cluster, has meant that we have a consistent approach to assessment and an accurate, consistent confidence in teacher judgement both within cluster and ASG level particularly when we have had changes of staff.
- Collegiate approach to assessment, including SOFA and NAS training has increased staff confidence when making teacher judgements of achievement of a level. Teachers confident to share information with new teachers to the school.
- Literacy training has had a positive affect with the majority of pupils reaching their expected level.
- Improvement Numeracy for almost all pupils, with the majority achieving the level.
- Formative and summative assessment approaches are consistent across the school.
- Teachers are confidently using trackers to collect data and make accurate predictions for attainment.
- All teaching staff can access and interpret data to inform next steps in pupil learning.
- Staff are more confident using the resources to address all literacy needs in the classroom especially when catering for individual needs and targeted interventions.
- Staff are increasingly confident in using the resources to make judgements of a level using the resource.
- Class teachers feel they have another assessment tool for numeracy to inform attainment and areas for development.
- From using the Wellbeing wheels learners are more confident sharing how they are feeling. Staff are able to meet learners' emotional needs and put in interventions quickly to improve wellbeing and support attendance.
- All learners are confident when using digital tools for learning. Skills have been

developed for children who were disengaged through the use of digital technologies.

- Learners have engaged with the outdoors as part of the unique context at Ferintosh. As a staff team we feel that very good progress was made across this area of improvement.

Next steps:

Continue to develop use of the trackers, further developing confidence at making teacher judgement on attainment levels.

Continue use of the wellbeing wheel, apply for Digital Schools Wellbeing Award.

Work collegiately with the ASG to ensure that assessment and moderation practice in writing is collegiate, transparent and of high quality to inform next steps and raise attainment. Working collegiately will ensure equity across a varied ASG including pupils from a disadvantaged background.

School Priority:

Rights Respecting Schools Gold

Purpose:

As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we have agreed as an ASG that placing human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. We are working together to maximise health and wellbeing by enabling children to interact both in their own community and in the wider context of the ASG.

Progress:

- Silver award achieved in June 2024
- Staff were introduced to the convention and Rights Respecting Schools in September and targets for the year ahead were shared.
- Ferintosh and Mulbuie worked in partnership with the ASG to share good practice and resources.
- Agreed that the focus would be on Article of the Fortnight to ensure depth and breadth of understanding
- Assemblies focussed on article of the fortnight and these shared with families.
- Steering group created and pupils actively involved in decisions around targets for silver.
- Right of the month chosen and focused on and planned for through ELC-P7
- Pupils actively involved in the creation of classroom and playground charters.
- Pupils groups continued with all pupils participating in a group including Reading Champions, Digital Leaders, House captains etc.
- Assemblies linked to the new school values and wellbeing indicators.

Impact:

- Staff participation in CAT sessions with all staff from the ASG, has meant that we have a consistent approach to assessment and an accurate, consistent confidence in teacher judgement.
- Collegiate approach to assessment, including SOFA and NAS training has increased staff confidence when making teacher judgements of achievement of a level.
- Literacy training has had a positive affect with the majority of pupils reaching their expected level.
- Improvement Numeracy for almost all pupils, with the majority achieving the level.
- Formative and summative assessment approaches are consistent across the school.
- Teachers are confidently using trackers to collect data and make accurate predictions for attainment.
- All teaching staff can access and interpret data to inform next steps in pupil learning.
- Staff are more confident using the resource to address all literacy needs in the classroom.

- School values are taught explicitly in each class and nursery. Value of the week discussed, shared and valued at weekly assembly.
- Zones of Regulation introduced to support pupil wellbeing
- World Children's Day was celebrated in 2023 across the cluster.
- Emotional check-in used frequently across the cluster.
- Learner conversations and pupil voice questionnaires used frequently to discuss healthy lifestyle and feelings.
- Parent and Pupil voice questionnaire issued to evaluate progress.
- Staff are more confident in using the resources to make judgements of a level using the resource.
- Class teachers feel they have another assessment tool for numeracy to inform attainment and areas for development.
- From using the Wellbeing wheels learners are more confident sharing how they are feeling. Staff are able to meet learners' emotional needs and put in interventions quickly to improve wellbeing.
- All learners are confident when using digital tools for learning. Skills have been developed for children who were disengaged through the use of digital technologies.

As a staff team we feel that very good progress was made across this area of improvement.

Next steps:

Continue to embed the UNCRC throughout our whole school with a focus on developing children's health and wellbeing particularly resilience.

Continue to gather all stakeholders' views to ensure that we are fully committed to the UNCRC and take steps when areas of development are identified.

Continue to link with schools in the ASG to develop Rights Respecting Schools

Re-refresh of positive relationships policy to include the new VVAs

Engage with play pedagogical research to develop learning experiences across the school.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

At Ferintosh PEF was used to support outdoor learning and work towards the John Muir award. The children at Ferintosh planned and participated in a variety of activities linked to the John Muir Award.

This was also linked to the Rights Respecting School Priority.

100% of children achieved their John Muir Award.

100% of children report understanding the benefits of being outside and living a healthy lifestyle.

Wider achievements **Coileanaidhean nas fharsainghe**

Rights Respecting Schools Silver Award



Throughout this academic year we continued our journey to become a Silver Rights Respecting School. This has been a whole school community and cluster effort and we were proud to receive our Silver Award in June. We are committed to including the Rights within our schools VVAs and have begun to embed them in our policies and throughout our planning and teaching.



Cluster Learning – working in partnership

Pupils from across both schools have taken part in a variety of cluster learning events including an Easter Celebration, Sports Day, outdoor learning activities and Sports Activities etc. Children have had the opportunity to develop positive relationships with their peers and interact with one another in new settings.



Working towards Reading Schools Silver Award

Over this academic year we have started our journey to become a Silver Reading School. We have developed the library, chosen our Reading Champions and developed reading spaces throughout the playground. We have identified actions to be taken to achieve our Silver Award and will continue to build on these throughout next year.

County Sports

Pupils have had the opportunity to participate in sporting events around the area. During the county sports one pupil won Gold in under 11 Javelin and High Jump while representing Ferintosh.

Gardening Day

In partnership with the Parent Council the school spent an afternoon tidying up and organising the playground. Children engaged with adults in the community to work together to plant flowers and plants, clean equipment and learn about plant care.

Parent Council

Parent Council have continue to support us throughout the year; together we have held a Christmas Fair and raised money for important causes for the school. Funds raised from the parent council events have been used to purchase resources for the school and to help fun trips and outings.

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

Learners report that they enjoy coming to school, with 100% of children asked sharing that they like most of school time. They feel that most people are respectful and the children enjoy the range of activities across the curriculum particularly using chrome books to embed and enhance their skills in digital technology. Learners at Ferintosh experience plentiful opportunities for outdoor learning and children report that they enjoy the time spent outside. Children at Ferintosh feel listened to and supported; they feel that their views are taken account of when teachers are planning the learning. Learners at Ferintosh enjoy regular opportunities to work together with others and enjoy working with children of all ages.

Parents have shared that they enjoy the range of curricular activities at Ferintosh and feel their children's voices are listened to and respected. Families appreciate the support that is given to each child and feel their child is treated as an individual at the school.

Staff feel that the new values, created last session, have made a big difference and that we are now living the values in school and across the cluster. The focus on the values and rights continue to improve the ethos of the school.

Staff feel that the robust attainment meetings ensure that they have a strong understanding of where their learners are and they are confident at making judgements using knowledge of the children and data from assessments.

Stakeholders feel that the school has a very welcoming ethos that all staff in school are helpful. They report that children are respectful and appear happy and healthy in school.

"I am very happy with it here. Keep doing what you are doing." Parent

"My child is really happy here and has grown in confidence since coming here."

"Thank you for all you have done for my child. They smile every day coming to school."

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

Respectful Achieving Inclusive Safe Encouraging



Improvement Priority 1 Action Plan

Assessment, Moderation and Attainment in Writing

As this is a national priority and The Highland Council education priority we are working as an ASG (Associated Primary Group) to ensure that learning, teaching, assessment and moderation practice in writing is collegiate, transparent and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds.

Improvement Priority 2 Action Plan

Rights Respecting School Gold

As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we have agreed as an ASG that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. We are working together to maximise health and wellbeing by enabling children to interact both in their own community and in the wider context of the ASG. Having achieved Silver this year, we plan to go for gold as part of a two year rolling programme.

Through discussion with class teachers and identified next steps from planning, tracking and continuous evaluation we have agreed to look at play pedagogy within the multi composite classes as part of the rights and for wellbeing. This will support the attainment of all our young people, develop resilience and maximise health and wellbeing. Through this improvement priority children will be to explore, collaborate and develop resilience and we will promote independence and motivation for achievement.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Ferintosh & Mulbuie PS \(ferintoshandmulbuie.co.uk\)](https://www.ferintoshandmulbuie.co.uk) or by contacting the school office.